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National
Qualifications
2017

Mark

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X727/76/02

**ESOL
Reading and Writing**

THURSDAY, 18 MAY

9:00 AM – 11:10 AM



* X 7 2 7 7 6 0 2 *

Fill in these boxes and read what is printed below.

Full name of centre

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Town

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Forename(s)

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Surname

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Number of seat

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Date of birth

Day

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Month

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Year

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Scottish candidate number

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Total marks — 50

SECTION 1 — READING — 25 marks

Read BOTH texts and attempt ALL questions.

SECTION 2 — WRITING — 25 marks

Attempt Part 1 and Part 2. In Part 2 attempt EITHER Task 1 OR Task 2.

Use of a dictionary is **not** permitted.

Write your answers clearly in the spaces provided in this booklet. Additional space for answers is provided at the end of this booklet. If you use this space you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

Before leaving the examination room you must give this booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



* X 7 2 7 7 6 0 2 0 1 *

SECTION 1 — READING — 25 marks

Read BOTH texts and attempt ALL questions

Recommended time: 40 minutes

Text 1

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* X 7 2 7 7 6 0 2 0 2 *

Questions 1–3: Complete each gap with **NO MORE THAN FOUR WORDS** from the text (refer to paragraphs 1–3).

1. Mr Dean's appearance is due to _____
rather than a result of his inherited genes. 1
2. Although there are often strange requests for surgery, one person's resemblance
to a wild animal was _____ . 1
3. It is only possible to become similar to someone, not identical, because of
_____. 1

[Turn over



* X 7 2 7 7 6 0 2 0 3 *

Text 1 Questions (continued)

Question 4: MATCH the person with the opinion they expressed by writing the correct letter in each box.

There is ONE opinion that you do NOT need.

- | | | |
|-------------------|--------------------------|---|
| (i) Dr Teitelbaum | <input type="checkbox"/> | 1 |
| (ii) Dr Wechsler | <input type="checkbox"/> | 1 |
| (iii) Dr Fleck | <input type="checkbox"/> | 1 |
| (iv) Joan Kron | <input type="checkbox"/> | 1 |

- A Doctors do not always have to follow a patient’s wishes.
- B Patients can have an unrealistic expectation of what surgery can do.
- C Plastic surgery doesn’t have to completely change how a person looks.
- D Doctors should always do what a patient wants.
- E Plastic surgery is similar to body art in other cultures.

Questions 5–8: Give short answers to the following questions.

- | | |
|---|---|
| 5. What does Ms Kron think a doctor should not do? | 1 |
| _____ | |
| 6. How did Deborah Davenport decide which look to go for? | 1 |
| _____ | |
| 7. What word in paragraph 4 means “fault”? | 1 |
| _____ | |
| 8. What word in paragraph 5 means “considered”? | 1 |
| _____ | |

Text 1 Questions (continued)

Question 9: Choose the correct answer and tick (✓) one box.

9. The final sentence suggests that the author thinks people who have plastic surgery are

1

A lying to themselves.

B in pursuit of fame.

C wasting their money.

[Turn over



* X 7 2 7 7 6 0 2 0 5 *

Text 2

Read the article below and attempt the questions that follow.

- 1 Many people claim that reading a special book has the power to transform lives, but now scientists have discovered that enjoying a novel can make a real, measurable change in the brain too. US researchers from Emory University in Atlanta, led by Professor Berns, used sophisticated brain scans to identify brain networks associated with reading stories, and found that changes in the brain remain for a few days after reading a powerful work of fiction. The scientists said that reading a novel can cause changes in the resting state of the brain, which can last for days. They want to unravel the mystery of how stories “get into” the brain and examine the lingering effects of literature.
- 2 The study, published in the journal *Brain Connectivity*, was based on research using brain scans to look at the brain networks involved with the reading of stories. A total of 12 students were used in the experiment, which was conducted over 19 consecutive days. They all read the same novel—“*Pompeii*”, a thriller by Robert Harris, a well-known contemporary writer, which is based on the eruption of Mount Vesuvius in ancient Italy. The novel was selected for its page-turning narrative, which centres on the protagonist outside Pompeii, who sees signs of the eruption and returns to the city to save the woman he loves. Professor Berns said: “It was important to us that the book had a strong narrative line.”
- 3 Students’ brains were scanned in a resting state each morning for the first five days of the experiment. They were then given nine sections of the book over nine days and asked to read each 30 page section each evening. They then came into the lab the next morning to undergo a brain scan in a non-reading state—after answering a quiz to ensure they really had read the section. After completing all nine sections of the novel, the participants were scanned over five more mornings in a resting state.
- 4 While most previous studies have focused on the thought processes involved while people are reading stories in a brain scanner, this study was primarily concerned with the after effects of reading. The results showed heightened connectivity—more brain activity—in the area of the brain which is associated with receptivity for language on the mornings following the reading assignments. “Even though the participants were not actually reading the novel while they were in the scanner, they retained this brain activity,” Professor Berns said.
- 5 The scientists found that the kind of changes in the brain created by reading the novel were associated with physical sensation and movement. This suggests that reading a novel can transport you into the body of a fictional character, Professor Berns said. “We already knew that good stories can put you in someone else’s shoes in a figurative sense. Now we’re seeing that something may also be happening physically.” He claims that the changes in the brain are not immediate reactions as they stay for five days after the students have completed the novel. “It is an open question how long these physical changes might last. But the fact that we’re detecting them over a few days for a randomly assigned novel suggests that your favourite novels could certainly have a bigger and longer-lasting effect on the biology of your brain.”



* X 7 2 7 7 6 0 2 0 6 *

- 6 Natalie Phillips, Professor of Literature and Culture at Michigan State University, conducted an earlier study which supports some of Professor Berns' results. This study showed that reading books by Jane Austen, the famous novelist, and enthralling story-teller, activates the areas of the brain more commonly associated with movement and touch. Test subjects were asked to read in two ways: sometimes they were asked to casually browse the text, checking if they liked the story, as they might do before buying or downloading the book; other times they were asked to read carefully, as a scholar might study a text.
- 7 As the students read, Professor Phillips and her team scanned their brains while simultaneously tracking their eye movements, breathing and heart rate. Unexpectedly they found that careful reading activated parts of the brain usually more involved in movement and touch—as though readers were physically placing themselves in the story. Professor Phillips said: “Above all we were astonished by how widely different regions of the brain seem to be transforming and shifting while reading the text.”
- 8 Research results like these into the effects on the brain of reading fiction may reveal a more complete picture of the mysteries of human cognition and are an important link between the arts and the sciences, as well as tentatively supporting the view that books can change lives.

Questions 10–12: Complete each gap with **NO MORE THAN THREE WORDS** from the text (refer to paragraphs 1–2).

10. Scientists have found that reading books can make changes in the brain as well as being able _____ . 1
11. Scientists use _____ to show that reading affects the resting state of the brain. 1
12. The novel in the experiment is about a character who _____ _____ Pompeii during a volcanic eruption. 1

[Turn over



Text 2 Questions (continued)

Questions 13–18: Give short answers to these questions (refer to paragraphs 3–5).

13. What did the participants have to prove before the brain scan? 1

14. What did Professor Berns want to find out about reading that was different from earlier studies? 1

15. What word does Professor Berns use in paragraph 4 for the subjects of his experiment? 1

16. What phrase in paragraph 5 indicates strong identification with another person? 1

17. What phrase in paragraph 5 indicates that Professor Berns is not sure how long the brain changes last? 1

18. According to Professor Berns, what might have a stronger effect than reading a book chosen by the scientists? 1



Text 2 Questions (continued)

MARKS

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Questions 19–22: Choose the correct answer for each question and tick (✓) one box.

- | | | |
|-----|--|--------------------------|
| 19. | Both Professor Berns and Professor Phillips found that reading affects | 1 |
| A | brain activity after reading has finished. | <input type="checkbox"/> |
| B | parts of the brain concerned with activity. | <input type="checkbox"/> |
| C | students' ability to tell good stories. | <input type="checkbox"/> |
| D | understanding of how arts and science link up. | <input type="checkbox"/> |
| 20. | The books in both studies | 1 |
| A | are by contemporary writers. | <input type="checkbox"/> |
| B | are based on historic facts. | <input type="checkbox"/> |
| C | have engaging narratives. | <input type="checkbox"/> |
| D | are of special interest to the professors. | <input type="checkbox"/> |
| 21. | Professor Phillips was most surprised by the | 1 |
| A | physical changes in the brain. | <input type="checkbox"/> |
| B | extent of the changes in the brain. | <input type="checkbox"/> |
| C | type of changes in the brain. | <input type="checkbox"/> |
| D | timing of changes in the brain. | <input type="checkbox"/> |
| 22. | Of the two professors, Professor Phillips | 1 |
| A | gave fewer detailed reading instructions. | <input type="checkbox"/> |
| B | gave the students more comprehension tests. | <input type="checkbox"/> |
| C | monitored more physical effects of reading. | <input type="checkbox"/> |
| D | wanted to finish her study first. | <input type="checkbox"/> |



Part 2 — Work OR Study

Read the two tasks below. One is work-related and the other is study-related.

Attempt **ONE** task only on the lined answer sheets on Pages 13, 14 and 15.

Write the task number selected in the box provided on Page 13.

You should write approximately 250–300 words for the task you choose.

Task 1: Work — Report

Your manager has asked you to investigate the possibility of recruiting some staff on zero hours contracts*. Write a **report** on your findings and make recommendations. Include the following points:

Benefits for the company:

- Flexibility
- Financial benefits
- May provide route for future permanent workers

Drawbacks for the company:

- No staff loyalty
- Staff insecurity
- Bad publicity

You may also add your own ideas.

*Where an employee has a contract but no minimum number of work hours and is expected to be available when needed.

OR

Task 2: Study — Essay

Write an **essay** proposing a subject that you think is important for **all** college or university students to study, in addition to their main subject.

You may choose **one** of the following, or any other subject:

English, Psychology, IT, Environmental Studies, Business Studies.

Explain your choice in terms of:

- Usefulness for study and/or employment
- Usefulness for everyday life
- Enjoyment
- Personal development

You may also use your own ideas.



* X 7 2 7 7 6 0 2 1 2 *

MARKS

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ADDITIONAL SPACE FOR ANSWERS AND ROUGH WORK



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* X 7 2 7 7 6 0 2 1 8 *

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* X 7 2 7 7 6 0 2 1 9 *

ACKNOWLEDGEMENTS

Text 2 – Article is adapted from “How a book really can change your life: Brain function improves for DAYS after reading a novel” by Sarah Griffiths, taken from *Daily Mail*, 27 December 2013. Reproduced by permission of Solo Syndication.



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X727/76/01

**ESOL
Listening**

THURSDAY, 18 MAY

11:30 AM – 12:00 NOON (approx)



* X 7 2 7 7 6 0 1 *

Fill in these boxes and read what is printed below.

Full name of centre

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Town

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Forename(s)

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Surname

--

Number of seat

--

Date of birth

Day

--	--

Month

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Year

--	--

Scottish candidate number

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Total marks — 20

Attempt ALL questions.

You will hear two different recordings. **Before you hear each recording, you will have one minute to study the questions.** You will hear each recording twice, with an interval of ten seconds between playings. You will then have time to answer the questions before hearing the next recording.

You may NOT use a dictionary.

Write your answers clearly in the spaces provided in this booklet. Additional space for answers is provided at the end of this booklet. If you use this space you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

You are not allowed to leave the examination room until the end of the test.

Before leaving the examination room you must give this booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



* X 7 2 7 7 6 0 1 0 1 *

TOTAL MARKS — 20
Attempt ALL questions

Recording 1

Listen to the recording and attempt the questions which follow. You will hear the recording twice. You now have one minute to read the questions in recording 1 before the recording begins.

Questions 1–7: Choose the correct answer for each question and tick (✓) **one** box.

1. Which of these statements is true about Linda’s children? 1

- A Callum is happy at school but Hannah is unhappy.
- B Hannah is happy at school but Callum is unhappy.
- C Neither of them is happy at school.

2. Linda and her husband previously sent their children to an international school because 1

- A it was the only school available.
- B they felt it was worth the money.
- C they wanted them to develop posh accents.

3. Steve says that, in comparison with boys, girls tend to 1

- A adopt posher accents.
- B retain the accent of the family home.
- C change their accent to sound like their friends.

4. Linda says that when you come back from working abroad 1

- A people aren’t interested in your experiences.
- B people often aren’t aware you’ve been away.
- C both of these things.



Recording 1 Questions (continued)

5. Steve's attitude to St Kilda's School is 1

A it's impressive but socially exclusive.

B it doesn't give value for money.

C it's an ideal educational environment.

6. Linda and Chris don't want to send Callum to a private school because 1

A they can't afford it.

B they don't want him to go to a single-sex school.

C he has integrated well into his local school.

7. Linda says that single-sex schools are good for girls because 1

A they learn to be more co-operative.

B their education reflects the wider society.

C they develop more assertiveness.

8. Complete the sentences below. Use **NO MORE THAN THREE WORDS** for each answer.

(a) St Kilda's has developed _____
with Maxwell College. 1

(b) Linda thinks that it might be better to narrow Hannah's
_____. 1

(c) Steve isn't sure about what he's going to talk about in his
_____. 1



Recording 2

Listen to the recording and attempt the questions which follow. You will hear the recording twice. You now have one minute to read the questions in recording 2 before the recording begins.

Questions 9–12: Complete the sentences below using **NO MORE THAN THREE WORDS**.

9. The speaker believes the animals on her farm are _____
 _____ . 1

10. The habit of poisoning rats has almost led to the disappearance of the
 _____ . 1

11. The neighbour says her dog would never
 _____ . 1

12. After being chased, the dog's prey is left
 _____ . 1

Question 13: Which of these represent the speaker's view of cats? Tick (✓) **two** boxes. 2

13. Cats

- A make genuinely affectionate pets.
- B can learn not to kill over time.
- C will kill any small animal.
- D are relatively harmless creatures.
- E have a devastating impact on wildlife.
- F should be given some protection.



Recording 2 Questions (continued)

Questions 14–17: Choose the correct answer for each question and tick (✓) one box.

- | | | |
|--|--|----------|
| <p>14. The speaker implies that</p> <p>A it's only possible to love individual pets.</p> <p>B wild animals can be loved as much as pets.</p> <p>C we love species rather than individual animals.</p> <p>D we show our love of wild animals by helping injured ones.</p> | <input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/> | <p>1</p> |
| <p>15. The speaker implies that dogs</p> <p>A aren't as affectionate as they seem.</p> <p>B can easily attach to a new owner.</p> <p>C would make the perfect gift.</p> <p>D should be treated with special care.</p> | <input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/> | <p>1</p> |
| <p>16. According to the speaker</p> <p>A there are far too many cats and dogs.</p> <p>B all animals have equal rights.</p> <p>C human expansion benefits all animals.</p> <p>D it's difficult to love all animals equally.</p> | <input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/> | <p>1</p> |

[Turn over for next question]



Recording 2 Questions (continued)

17. Which best summarises the speaker's general attitude towards pets?

1

She regards them

A with total affection.

B as a nuisance to humans.

C as a threat to wild animals.

D as the most important of all animals.

[END OF QUESTION PAPER]



* X 7 2 7 7 6 0 1 0 6 *

MARKS

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ADDITIONAL SPACE FOR ANSWERS AND ROUGH WORK



* X 7 2 7 7 6 0 1 0 7 *

MARKS

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ADDITIONAL SPACE FOR ANSWERS AND ROUGH WORK



* X 7 2 7 7 6 0 1 0 8 *



National
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X727/76/11

**ESOL
Listening Transcript**

THURSDAY, 18 MAY

11:30 AM – 12:00 NOON (approx)

This paper must not be seen by any candidate.

The material overleaf is provided for use in an emergency only (eg the recording or equipment proving faulty) or where permission has been given in advance by SQA for the material to be read to candidates with additional support needs. The material must be read exactly as printed.



* X 7 2 7 7 6 1 1 *

Instructions to reader(s):

Recording 1

The conversation below should be read clearly and naturally. After reading the introduction you should pause for 1 minute to allow candidates to read the questions. On completion of the first reading pause for 10 seconds, then read the conversation a second time. On completion of the second reading pause for 1 minute to allow candidates to write their answers.

Where special arrangements have been agreed in advance to allow the reading of the material, it should be read by one male and one female speaker. Sections marked **(t)** should be read by the teacher.

(t) Recording 1

Listen to the recording and attempt the questions which follow. You will hear the recording twice.

You now have one minute to read the questions in recording 1 before the recording begins.

(one minute pause)

TONE

Steve Oh, hi Linda — didn't know you'd be in today.

Linda Hi Steve — well, Karen's off sick and I said I'd cover her lecture.

Steve Tough luck. Do you want a cup of tea? Coffee?

Linda Just finished one — that's OK.

Steve What's that you're reading?

Linda This — oh, it's a prospectus for St Kilda's.

Steve St Kilda's — the posh girls' school over in Morningfield?

Linda Yes, that's the place.

Steve *(pause)* It's none of my business but . . . why?

Linda Well, since you asked, we're having a bit of a problem with Hannah. Since we came back from Dubai, we — well, we couldn't afford to put the kids into a private school because neither of us had a job, so we sent them to the local state school — Stonebrae High. Callum settled in fine but Hannah's been having problems — she's been quite miserable for a while now.

Steve What sort of school were they in when you were in Dubai?

Linda That's part of the problem. It was an international school — lots of kids with quite well-off parents. Chris was earning a good salary out there, and I did a bit of teaching at the local university so we were OK for money, and it seemed a good way to spend some of it. But they came back here with quite posh accents, which they'd picked up in the school. Callum lost his in about three weeks but Hannah kind of held on to hers.

- Steve** That's not unusual—girls tend to be more socially aspirational. Boys are more likely to bond with their pals by speaking in the same way. The same's true of adults.
- Linda** Well, thanks for that.
- Steve** It is my field, after all—or part of it.
- Linda** Yes, and I suppose she maybe made the mistake of thinking that the other kids would be interested in her previous life in Dubai, but I've learned myself that when you come back from working somewhere abroad, most people couldn't care less about where you've been.
- Steve** True—and if you're away for a year or so, they often don't notice you've gone.
- Linda** (*laughs*) That's true—they'll say, "Oh, I haven't seen you for a couple of weeks". In our case it was a couple of years. (*pause*) Anyway, what with the accent and the tales of foreign parts, she was branded as a bit of a snob and she's been isolated.
- Steve** Bullied?
- Linda** No, I wouldn't say so—it's just that nobody wants to be her friend.
- Steve** So you're going to send her to St Kilda's? Give me that brochure. Hmm—very nice. Lovely playing fields—oh, look at the library. Gorgeous, but does it have a proper social mix? A bit expensive I imagine, not everyone would be able to afford that. What are the fees?
- Linda** About three to four thousand a term. It's only for a couple of years, though, and with Chris's new job we can just about manage it.
- Steve** But what about Callum—won't he be jealous?
- Linda** No, we've spoken to him about it. He's settled in fine at Stonebrae. Callum's different. He's very sporty—plays football, and so on. And he can look after himself. In fact, he was quite aghast at the idea of being sent to a private school—said his new friends wouldn't speak to him again. Also, he'll be doing his Highers next year, and it's best not to move him if he's settled.
- Steve** Fair enough—but why St Kilda's? It's a girls-only school, isn't it?
- Linda** Yes, the only one in the city nowadays. Well, there's a lot of research that says girls do better in single-sex schools.
- Steve** Well, you may have a point, but don't you think it's a bit of an unnatural situation, to have only girls around?
- Linda** Well, it depends what you mean by a natural situation. Does that mean that the boys are more competitive and the girls are co-operative? That the girls do humanistic subjects and the boys monopolise the science and engineering, just like it is in wider society? We're trying to improve the role of women in the world, not carry on with things as they've always been. I've been doing a bit of reading on this and it suggests that single-sex education for girls actually makes them more competitive, more assertive.
- Steve** Yes, but surely—I mean, well, they need to learn about relating to boys.
- Linda** Well, yes, but St Kilda's has close links with Maxwell College—it's all-boys.
- Steve** Yes, I know that, and it probably costs about the same as St Kilda's.

Linda Well, whatever—but they have social events and other stuff—concerts, debating, study courses. They even go on expeditions together. Look—there’s a page about it here in the prospectus.

Steve (*sarcastically*) Well, I’m sure that’ll broaden her social horizons, mixing with the boys from Maxwell College.

Linda Frankly, I think she’s had quite enough experience of broad social horizons over the past year. She might do better if we narrow them a bit.

Steve Well, it’s up to you—must dash. I’ve got a seminar at eleven and right now I don’t have much idea what I’m going to talk about.

Linda Oh, you’ll be fine—you always were good at winging it.

Steve Yeah, it’s a trick I learned at school. Cheers.

Linda Bye.

(ten second pause after first reading)

TONE

(one minute pause after second reading)

TONE

Instructions to reader(s):

Recording 2

The talk below should be read clearly and naturally. After reading the introduction you should pause for 1 minute to allow candidates to read the questions. On completion of the first reading pause for 10 seconds, then read the talk a second time. On completion of the second reading pause for 1 minute to allow candidates to write their answers.

Where special arrangements have been agreed in advance to allow the reading of the material, it should be read by one female speaker. Sections marked **(t)** should be read by the teacher.

(t) Recording 2

This recording has been removed due to copyright restrictions.

[END OF TRANSCRIPT]